



*Inspiring a love for lifelong learning*

## Phonics Intent, Implementation and Impact Overview

At Ashford Park Primary School, we believe that for all of our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. We use the Little Wandle Letters and Sounds Revised programme to plan and provide daily, engaging phonics lessons. In phonics sessions, we teach children that the letters of the alphabet represent a different sound (phoneme), that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Our phonics teaching starts in reception and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through the school. As a result, all of our children are able to tackle any unfamiliar words that they might discover. At Ashford Park, we also model these strategies in shared reading and writing both inside and outside of the phonics lessons and across the curriculum.

### **Intent**

We strive for all children to become confident and competent readers. Reading is essential for all subject areas and improves life chances. Having a positive attitude to reading and choosing to read have academic, social and emotional benefits for children. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. The teaching of reading, both the technical aspects of decoding language and the opportunity for pupils to develop a love of literature is one of the most important aspects of school life here at APPS. We know our children learn best through the direct teaching and repeated practice of phonics.

### **Implementation**

Phonics is delivered from the beginning of the reception year until the end of Year 1. Phonics is broken down into phases, beginning with phase 2, 3 and 4 in reception and phase 5 in year 1. Tricky words, also known as common exception words, are introduced and taught alongside phonics lessons. In reception and year 1, at the end of each week there is a review session which recaps the learning. There are also pre-planned and bespoke review weeks to address gaps identified by the class teacher's ongoing formative assessment. Children identified in reception and Year 1 as being at risk of falling behind are immediately identified and daily 'keep up' sessions are put in place with sessions following the Little Wandle Letters and Sounds Revised programme. In reception and year 1, the children are assessed at the end of every half term using the Little Wandle Letters and Sounds Revised assessment tracker. At the end of Year 1, children sit the statutory Phonics Screening Check in the summer



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term, children who do not pass this will re-sit in Year 2. Those identified in year 2 to year 6 who are not yet fluent and confident readers will receive daily 'rapid catch up' sessions, and are assessed through ongoing formative assessment and half-termly summative assessments. We also have a specific SEN phonics programme for children who have been assessed as requiring the targeted support.

### **Impact**

Through direct phonic teaching and systematic development of reading skills, our learners are competent and confident readers. Pupils are able to read fluently and automatically, decoding new words using their secure phonic knowledge, and have a clear understanding of what they have read. Being able to read fluently allows our pupils to access a broad and balanced curriculum and opens up new opportunities. Most importantly, our children have a true love of reading and leave us inspired and engaged by the myriad worlds and opportunities reading offers them.